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ABSTRACT

This document, one of more than 100 performance-based vocational teacher education modules, covers the following objectives as it prepares pre- and inservice teachers to maintain a filing system: (1) after completing the required reading, demonstrate knowledge of techniques and procedures for organizing various types of filing systems; and (2) given materials or records already accumulated, develop a plan for an appropriate filing system. After an introduction, the document contains an explanatory section on the organization of the module, required and optional learning activities, information sheets, student self-check evaluation forms that cover learning activities, model answers for the forms, and a form on which the teacher's performance on the module's terminal objective ("In an actual teaching situation, maintain a filing system") is to be assessed. (CML)

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Maintain a Filing System

Second Edition

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
The University of Georgia
120 Driftmier Engineering Center / Athens GA 30602

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri–Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri–Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) had been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for artwork. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Sylvia Conine for typesetting; to Marilyn MacMillan for module layout, design, and final artwork; and to George W. Smith, Jr. for supervision of the module production process.

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- Conducting leadership development and training programs

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Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE
E-4

Maintain a Filing System

Second Edition

Module E-4 of Category E—Instructional Management
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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INTRODUCTION

Have you ever felt anxious or frustrated because a really important document or instructional material had been misplaced? Most of us have at one time or another. The risk of such anxiety can be avoided or at least minimized, however, by taking the time to devise and maintain a good filing system. Having an effective system for filing is especially important to you as a vocational-technical teacher, since you must keep up with the vast array of instructional materials needed to enrich and supplement classroom or related learning experiences.

In addition, you may be called on to perform a variety of other activities normally associated with general school administration (e.g., maintaining daily attendance records and student grading records; providing information for various local, state, and federal reports; and writing correspondence). If so, you will need to store these materials in an efficient manner so they will be readily accessible when needed.

As a vocational-technical instructor, you will also have some responsibilities which are different from those of other classroom teachers and which require you to keep and store a variety of equipment and materials. For example, you may (1) serve as the advisor to a local vocational student organization, (2) develop a program of work to integrate chapter activities with classroom experiences, (3) coordinate the activities of an occupational advisory committee, (4) teach adult education courses, or (5) participate in one or more professional organizations specifically designed for your vocational service area.

A dependable filing system can make it easier for you to perform these activities and meet your responsibilities. The knowledge that your materials, resources, records, or reports are readily available when needed can free your mind to concentrate on more important concerns than hunting for lost or misplaced materials.

Devising a filing system is a somewhat personal endeavor. Each individual must decide on the type of system that is best suited for his or her purposes. This module is designed to give you skill in adapting or devising and maintaining a system that will most effectively meet your filing needs.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, maintain a filing system. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31–32 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of techniques and procedures for organizing various types of filing systems (*Learning Experience I*).
2. Given materials or records you have already accumulated, develop a plan for an appropriate filing system (*Learning Experience II*).

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

A vocational teacher, experienced in organizing and maintaining a filing system for a vocational program, whose system you can examine.

Reference: U.S. Department of Labor, Bureau of Employment Security. *Dictionary of Occupational Titles*. Washington, DC: U.S. Government Printing Office, current edition.

Reference: Miller, Howard L., and Woodin, Ralph J. *AGDEX: A System for Classifying, Indexing and Filing Agriculture Publications*. Revised Edition. Arlington, VA: American Vocational Association, 1969.

A reference book on a specialized filing system that you can review.

Learning Experience II

Required

Your accumulated teaching materials or your personal and business records that you can use in planning a filing system.

An office supply catalog that you can review in determining what filing equipment you need.

Optional

Equipment and supplies that you can use to install your filing system.

Learning Experience III

Required

An actual teaching situation in which you can maintain a filing system.

A resource person to assess your competency in maintaining a filing system.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

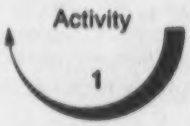
The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of techniques and procedures for organizing various types of filing systems.



You will be reading the information sheet, Devising and Maintaining a Filing System, pp. 6–18.

You may wish to meet with a vocational teacher who has a well-organized and maintained program filing system that you can examine.

You may wish to review one or more of the following supplementary references: *Dictionary of Occupational Titles;* Miller and Woodin, *AGDEX: A System for Classifying, Indexing and Filing Agriculture Publications;* and/or another reference book on a specialized filing system.

You will be demonstrating knowledge of techniques and procedures for organizing various types of filing systems by completing the Self-Check, pp. 20–22.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 23.

Activity 1

In order for records and materials to be useful, they must be available when you need them. This can be best accomplished by having a well-organized filing system. For information on various types of filing systems and the equipment needed to devise and maintain them, read the following information sheet.

DEVISING AND MAINTAINING A FILING SYSTEM

Filing is the systematic arrangement of records and materials so that they may be quickly found. Everyone has a filing system of one kind or another. For some, it may be just a box or drawer that is used to keep mortgage payment records, income tax records, school papers, insurance policies, legal papers, automobile papers, or other personal records. For others, the system may include using a metal file box with labeled folders for the same purposes.

In a modern business office, the filing system may involve one or more rooms that contain special filing cabinets to house important documents, contracts, and other papers needed in various business transactions. Or the system may be largely computerized.

Every instructor needs a good filing system since it is necessary to keep certain papers and materials for future reference. The better the system is, the greater your **efficiency** in handling curriculum and instructional materials and in managing and maintaining program and student records. Efficiency is a time-saver to the busy teacher. The best-planned lessons are less effective if the resource materials have been misplaced. If you take the time to collect and prepare resource materials, you will surely want to take a little more time to **preserve** the materials for future use.

You need to be able to manage program and student records in a businesslike manner. The records you have filed contain important information that should be readily available when school officials require it. For example, you are required to complete a number of reports that reflect certain accountability aspects of the program (i.e., student enrollment forms, statistical data reports, program reports, and student placement and follow-up data). Such information is needed by administrators to complete, for example, the vocational plan that is required of all local education agencies.

Easy, uniform storage that makes **prompt retrieval** possible is, of course, the end result of a workable filing system. If you have a specific place to store teaching and instructional materials and take the time to replace each item after use, you will be able to find an item quickly whenever it is needed.

Your filing system should be personally designed to meet your specific needs. You may wish to adopt or adapt a system someone else has developed or to select certain features from the basic filing methods to devise your own system.

In the final analysis, a filing system is what you make it. To devise a filing system requires that you determine the available filing options in relation to instructional needs, space, and equipment. The filing system should reduce clutter and help make the classroom an orderly and attractive environment that is conducive to learning. It should also provide for the safe storage and prompt retrieval of your instructional materials and management records.

Once devised, the filing system requires continual care. Devising a filing system is only half the job; maintaining a filing system is the other half. Updating, reorganizing, adding, and discarding materials are all included as part of the maintenance of a filing system.

How often should you file? This depends entirely upon your habits and schedule. Some teachers prefer to return materials to the file soon after use (ideally so). Others may find it fits their schedule better to file only two or three times per week. If student helpers are used, you may prefer to file materials after each class. Regardless of how often you file materials, doing so on a regular basis can help you to be better organized—a key to effective teaching.

Once you have made a decision to start a filing system, the next step is to answer the following basic questions:

- Which materials should be filed?
- How should they be filed?
- Where should you file the materials?
- What additional filing equipment and supplies are needed?
- Will you file materials all at once or a little each day?

Available Equipment and Supplies

The **availability** of equipment and supplies will be a major consideration in devising a filing system. Most teachers have some type of file storage provided in the classroom. However, if attention has not been given to the actual needs of a filing system, it may be necessary to add equipment or rearrange the file materials to better accommodate your own filing needs.

Some commonly used filing equipment and supplies are described in this section. The list is by no means exhaustive, but it will provide you with some idea of the basic storage equipment and supplies used in devising filing systems.

The best filing systems are not necessarily those that use expensive equipment. As you work with your filing system, you will begin to think of ways and means to substitute certain items that may be constructed rather than purchased. On the other hand, keep in mind that a lot of work goes into developing a filing system, and proper storage equipment and supplies are essential to install and maintain it.

Vertical Files

A vertical file provides **upright** or **vertical storage** of materials and records. The vertical file is used to store any materials or records that can be placed into either a standard-size (8½" × 11") or legal-size (8½" × 14") folder, depending on the size of the file cabinet drawers.

The four-drawer, three-drawer, and two-drawer vertical file cabinets are the most commonly used in the classroom and laboratory. However, five-drawer and six-drawer units are available if space is limited. Six-drawer file cabinets usually require special guides and folders since the inside cabinet dimensions may be slightly different from standard sizes. Also, the six-drawer file cabinet may be difficult for a person of average height to use without some type of stool or special ladder.

File cabinets may be purchased in a variety of pastel colors as well as the traditional colors of black, green, beige, or gray.

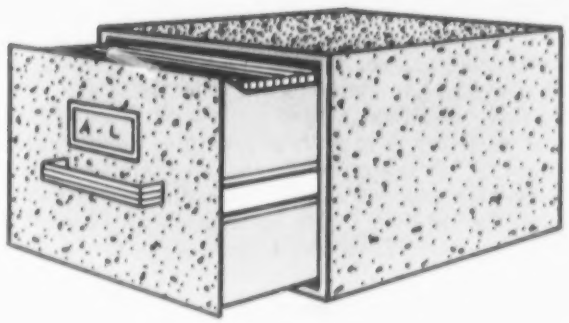
A grouping of file cabinets in the classroom can sometimes be used as a room divider, as a counter top, or for additional desk space. If this is done, however, consideration should be given to purchasing all the file cabinets from the same manufacturer within a limited time period to ensure that the size, color, and height are the same.

It is fully expected that as you develop a filing system, you will find that vertical files fill a major part of your storage needs.

Horizontal Files

The horizontal file is used for storing **flat materials** such as pamphlets, handouts, and worksheets. Materials, such as duplicated worksheets that are prepared in quantity and then used periodically throughout the year, may be placed in a **drawer-type** horizontal file. The drawer may then be labeled accordingly, and the materials will be available when needed.

The **desk tray** (in/out baskets) is also a type of horizontal file that can be put to a variety of uses in your filing system. For example, the top tray may be used to hold materials that are ready to be returned to the files, and the bottom tray may be used to house materials from your files temporarily while they are in use.



Transfile

The transfile is frequently used to store file materials that have been **removed from the active file**. These materials can then stay in the transfile, or inactive file, for a designated period of time before they are destroyed. This one-drawer file may be made of steel or heavy corrugated cardboard material.

If you are a beginning teacher, this type of file storage can also be used as a teaching methods' file. As you begin to collect instructional materials, some file storage will be needed to preserve the materials until an actual teaching situation requires their use.

The advantages of the transfile are that it is easily transported and can be housed in a dorm room or apartment without requiring a great deal of space. Most teachers like to keep a file of **personal** teaching materials in addition to the one that is kept at school. The transfile is an appropriate device for storing these personal teaching materials. In addition, it can be easily moved if you change jobs, while the main teaching files are left intact.

Portfolio

A portfolio is nothing more than two pieces of heavy cardboard-type material hinged in the middle. It is ideal for protecting and storing **oversized flat materials**. Materials such as charts and posters may be placed flat between the two pieces, tied, and labeled. A section on a wide shelf or in a closet can then be designated to accommodate the portfolios for flat storage. Several charts and posters on the same subject may be stored in one portfolio.

Portfolios may be purchased or you can easily construct them yourself.

Cabinets, Drawers, and Closets

Built-in or freestanding cabinets, drawers, and closets are frequently used for storing **large, irregular-sized teaching materials**, such as audiovisual equipment, or **large quantities of teaching materials**. Cabinets may be labeled on the outside or on the shelves inside the cabinet.

The growing availability of relatively expensive instructional equipment (e.g., film projectors, overhead projectors, filmstrip projectors, and other specialized laboratory equipment) presents another potential storage need. If you have such equipment assigned to you, you may need to obtain special storage facilities that can be locked to prevent possible vandalism or theft.

Heavy steel cabinets with locking doors are available in a variety of sizes. Locking closets or special security rooms designed by the school or college may also be used. Whenever possible, you should take preventative measures to safeguard expensive instructional equipment or teaching materials that may not be easily replaced.

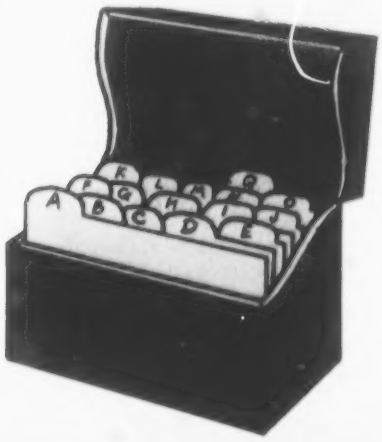
Hanging Folder Frame

The hanging folder frame consists of a metal frame from which hanging folders are suspended. This device will easily convert a deep desk drawer into a vertical storage file to accommodate standard-size (8½" × 11") or legal-size (8½" × 14") material.

Card Index File

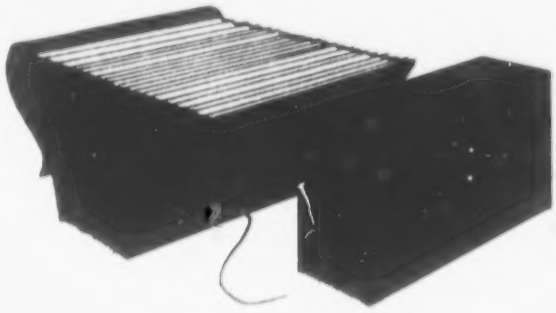
Small metal or wooden card index files can serve a variety of purposes. You may use them for **checking out references or resource books** to students, for **keeping an equipment inventory**, for **recording students' progress** on projects, and so on.

The card index file is available in a variety of sizes, the three most popular being 3" × 5", 4" × 6", and 5" × 8". File guides are also available in each size with alphabetic headings, numeric headings, or blanks to allow you to make whatever heading is desired.



Boxes, Cases, and Cartons

A wide variety of boxes, cases, and cartons are available in nearly any size and shape. The best way to determine what is available to fit your needs is to look through one of the many office supply catalogs. These are usually available through any central purchasing or business office.



File Guides and Folders

The purpose of **file guides** is to **separate** materials in file drawers so that they are well organized and easily located. File guides are usually constructed of heavier material than file folders to ensure longer use.

File guides (and folders) are usually available in ⅓ cut, either at the left, right, or center position. A cut refers to the size and position of the tabs. A ⅓ cut means that the width of the tab is one-third the entire width of the file guide. Likewise the ½ cut means the tab is one-half the width of the file guide, and so on. The various cuts allow you more flexibility in creating subsections in the file drawer.

Some experts in filing and records management prefer to use one cut per drawer. They believe the use of staggered cuts is less efficient because it requires the eyes to move back and forth across the files rather than directly forward. However, many people find the flexibility of the various cuts advantageous. And if the guides are not greatly separated by filed material, it can be difficult to read the tabs when each is right behind the other, rather than staggered.

Most **file folders** are scored to allow for expansion. The scoring appears as parallel or raised lines near the bottom edge to indicate where the folder may be refolded as it gets fuller to help keep the files neat and orderly.

Expandable folders are available for subjects or topics that require more space than the standard folder. Some expandable folders have a flap and tie. These may also be used as temporary files to transport materials.

Materials to Be Filed

The filing system for instructional materials should be simple and flexible to accommodate additional materials. A regular and periodic review should be made to eliminate out-of-date materials that take up valuable space needed for new materials.

Subject matter materials may be placed in folders and labeled and filed by whatever method you devise. The folders are then normally placed in some type of vertical file cabinet with labeled drawers to indicate which subject matter materials are contained within. Attention should be given to the storage of the **various** types of instructional materials since many of the materials will require different storage facilities.

Resource and Reference Materials

Books, magazines, and pamphlets used to supplement student learning activities require special storage. Current **magazines** and **pamphlets** may be shelved in a special rack, available for student checkout. A card index file may be used for this purpose. A card with the name of the magazine or pamphlet can be kept in a pocket folder in the magazine or pamphlet. If a student wishes to check out the materials, the card can be removed, signed and dated by the student, and placed in the card index file. Upon return, the student can indicate the date of return on the card and return it to the pocket folder. You may also wish to assign student helpers to aid in checking magazines and pamphlets in or out.

The same procedure may be used for **reference books**. Sufficient shelf space should be available to display these books. Further, the books should be arranged in an orderly and attractive way by subject matter areas.

Charts and Posters

Charts, posters, and other oversized materials may be labeled and filed in portfolios. They may also be grouped according to instructional topics and hung on any flat wall or on the front edge of vacant shelves in a storage closet. Square bend screw hooks or #4 finishing nails placed ten inches apart will allow these materials to be conveniently stored until needed.

Before hanging the materials, it may be necessary to reinforce the charts and posters by putting a narrow strip of adhesive or other fabric-type tape across the back, even with the upper edge. Charts made from paper may be mounted on posterboard and then hung on the hooks. If space permits, a set of hooks can be used for each subject matter area.

Display Materials

Bulletin board and flannel board display materials can be placed in brown manilla envelopes. Each envelope can then be labeled and filed in a vertical file behind the appropriate subject matter area. If bulky materials are needed for a bulletin board, it may be desirable to place all items for the bulletin board in a box that is labeled and stored on a shelf or in a cabinet. A sketch diagramming the display area may also be placed in the folder or box.

Some teachers prefer to file their display plans in a card index file, labeled by subject matter areas. On each card, a bulletin board or flannel board idea is sketched, with a list of materials written on the back of the card.

You may wish to use a special drawer or cabinet for bulletin board and flannel board lettering and other art supplies.

Filmstrips and Slides

Filmstrips, slides, and the accompanying scripts may be placed in boxes and stored on shelves or in cabinets. You may also want to prepare a vertical file folder labeled "Filmstrips" for each subject matter area and to place in each folder a list of all the filmstrips available for that area. Another option is to label and store filmstrips in a cabinet or drawer and to file the scripts, properly labeled, in vertical files.

You could also choose to construct a filmstrip storage unit. If so, you could drill holes in a board that are just large enough to fit the bottom of the filmstrip container. Since the lid is larger than the container, the filmstrip will be secure, with the top of the container lid exposed to show the title of the filmstrip. These filmstrip storage racks may be stacked to further reduce storage space.

Handouts

Duplicated handouts of various kinds may be filed in your vertical files according to the subject matter area. Large quantities of duplicated materials (e.g., worksheets, job sheets, and information sheets) are usually too bulky to file vertically. Horizontal filing cabinets, shelves, or drawers may be more appropriate. If it is necessary to stack printed materials, file guides may be used to separate and label the various stacks.

Since a horizontal file is an excellent place to keep duplicated materials, you may be inclined to reproduce large quantities of items at one time. Be careful **not** to reproduce more than you can use within a limited time period (usually one year) or more than you have storage space for. It may be practical to run the material periodically if storage facilities are limited or if changes are likely to be made in the information contained in the material.

Masters

After you have mimeographed copies of material for immediate use, you can save the **stencil** to be used again. Before a stencil can be filed, it must be properly prepared. A stencil may be cleaned by placing it between two sheets of newspaper and gently rubbing the entire surface to remove as much of the ink from the stencil as possible. This process may be repeated as many times as necessary. Be sure to use a clean newspaper each time you repeat the process.

Legal-size folders or special stencil wrappers are good for storing stencils. Stencils can be filed in a legal-size file cabinet or hung in a stencil file where they are kept dry and clean until ready to be reused. To identify which stencil is in a particular folder, you can attach a copy of the duplicated material to the file folder or write a description of the item on the file folder.

A separate file for masters may be maintained to store **ditto masters** and **masters for the photocopier**, or each master may be placed at the front of the folder containing the duplicated copies. Another option is to have a file for masters in each subject area file. Photocopies, of course, can be made from photocopied material, but sharper copies are generally possible if the original typed or printed master is used. Ditto masters must be backed by their tissue paper backing sheets before being stored in order to prevent smudging. Their shelf life is limited; you will need to keep the storage area free of ditto masters that are no longer usable.

Transparencies and Record Albums

Transparencies and record albums are sometimes labeled and filed in special boxes for storage. If the transparencies have been framed, special boxes or other similar storage may be needed to accommodate the oversized material. Unframed transparencies may be placed in folders that have been labeled and then filed by subject matter area. Separation sheets should be used between unframed transparencies to prevent sticking.

Records should be filed in the jackets in which they come and should be stored vertically to help prevent warping.

Human and Community Resources

Human and community resource files may be kept to enable you to identify persons in the community who are willing to serve as guest speakers on certain subjects, places in the community for field trip sites, or persons who can serve on advisory committees. Card files can be used for these purposes.

In identifying guest speakers or subject matter experts, the name of the person and his/her specialty area may be noted on a card. Space can be provided to make a brief evaluation of the effectiveness of the speaker's presentation for future planning purposes.

A card file for a potential field trip site should include the name, address, and phone number of the contact person. Space should be left to record any strengths to be reinforced or weaknesses to avoid in a subsequent field trip.

Attendance and Grade Records

Methods of keeping student attendance and grade records will vary from one school or college to another. For example, in one school the instructor may be assigned the responsibility of keeping an official attendance record for a certain group of students. In another school, all attendance records may be kept in the central administration office. Frequently, the teacher's grade book serves for keeping both attendance and grading records. If you are required to keep official records of student attendance and grades, your filing system should be kept in accordance with institutional policies.

Student Records

Records concerning individual students in a class are usually kept by the teacher. Personal data sheets, home experience records, student project reports, and other personal evaluations (e.g., tests, an autobiography, anecdotal records) may be kept in a cumulative file. Keeping student records enables you to follow a student's progress, determine areas of strengths and/or weaknesses, and consequently, be better equipped to help the student. Records of periodic conferences and even home visits can provide you with the data and insights you need to work effectively with students.

These records should be kept in a locked cabinet to ensure their confidentiality. Student records should not be generally available to students, although a student may need to be given access to his or her **own** file. This is especially important since the signing into law of Public Law 93-380, The Family Educational Rights and Privacy Act, which entitles parents and students to see official school records.

Vocational Student Organization Materials and Records

The vocational student organization filing section should be devised with the involvement of the student members. Subsections of the file may include a folder for (1) materials explaining the duties and functions of each office, (2) special projects, (3) minutes of meetings, (4) current membership list, (5) financial records, (6) state and national correspondence, and (7) program of work. You should remember that the filing system, if simple, will be used more readily by students.

Occupational Information

As a vocational teacher, you should have established a special file for students to use to gain information on occupational opportunities that are available in your service area. A more complete occupational file covering many areas is recommended, however, to help students become aware of as many available career options as possible prior to making career decisions. An occupational file can enrich any vocational-technical training program.

Occupational information files should be devised especially for the students' use. A check-out system can be developed to allow students to remove the materials for a period of time in order to locate personal information or prepare special reports. A number of "out-guides," with pocket envelopes similar to the ones used for checking out library books, may be prepared and used for this purpose. When students wish to check out materials, the name of the occupational file folder and the student's name may be recorded on an "out-guide" and put in the file in place of the material that has been removed.

A card index system, similar to the system commonly used to check out library books, may be devised if this is preferred. If a card index is used, a pocket folder and check-out card could be pasted or taped to each occupational file folder.

General Management Records

The general management records in your files may include financial management records, state department reports, travel records, advisory committee records, inventory records, adult education records, student attendance records, and student grading records. Each school or college will have different procedures for record keeping; therefore, you will need to be familiar with the policies and practices of your institution.

Basic Filing Methods

All filing systems are based on the alphabet, numbers, or a combination of the two. There are five basic filing methods that are generally recognized as the most common and most widely used. They are (1) alphabetic, (2) numeric, (3) subject, (4) geographic, and (5) chronologic. Color coding may be used in each method as an additional help in locating certain sections and folders in the file. Following are descriptions of each type of filing method. As you read, keep in mind that not just one but several methods will probably be combined and used in the filing system you devise.

Alphabetic

Filing materials alphabetically is perhaps the simplest and most common method of filing used by teachers. In this method, the file is divided into sections, using guides or folders labeled from A through Z. Materials are then filed alphabetically.

You may use only one guide for each letter in the alphabet or several guides for subsections (Aa-Af; Af-As; As-Az) if the files have large volumes of materials. You should plan to space file guides throughout several drawers depending on the amount of file material you have for each lettered file guide.

Setting up a file based on the alphabetic method is relatively simple. However, the following are some basic rules that, if followed, will make the filing system more effective. These rules deal primarily with filing by persons' names, which you would be doing in setting up student record files.

- Normally, when filing by persons' names, start with the **last name**, then the **first name**, and then the **middle initial**.
- File materials in dictionary order. If the first letters are not different, go to the next letter to determine the order. For example, the names *Bob Smith*, *Carol Smith*, and *Aaron Smith* would be filed as follows: *Smith, Aaron*; *Smith, Carol*; and *Smith, Robert*.
- In filing, use full names rather than nicknames, even though the file card may have the nickname written on it.
- A single initial should be filed before names that are written out and begin with the same letter. For example, the names *Ralph Brown*, *R. Brown*, and *Roger Brown* would be filed as follows: *Brown, R.*; *Brown, Ralph*; and *Brown, Roger*.
- Numbers and abbreviations are filed as if they were written out in full. For example, *Blvd.* would be filed as if written *boulevard*, and *12* would be filed as if written *twelve*.
- Names with prefixes, such as *McGehee*, *Van Allen*, and *De Bolt*, are filed as if written as one word.
- Words such as *and*, *of*, *for*, and *the* are usually ignored in filing. For example, if a book title is *The Ruler*, it would be filed under *R* as *Ruler, The*.

Filing rules, like the filing system itself, are made to aid in meeting the user's needs. The primary purpose of establishing a rule is to create uniformity so that, when followed, file materials can be located quickly. Rules in alphabetizing are usually included in most basic English textbooks. You may wish to obtain one of these texts to serve as a reference.

Numeric

The numeric filing method is, in its simplest form, the arrangement of materials in consecutive order by numbers. Generally, the numeric method is used to avoid confusion between names or subjects that are similar but, for various reasons, need to be classified differently.

For example, Mary Norton, Mary Ann Norton, and Mary A. Norton may all have accounts with a local bank. The use of different account numbers to clearly distinguish between each of the three Mary Nortons saves time and confusion. Social security numbers are used in a similar way to distinguish among many persons with common names.

In the numeric method, a series of numbered guides, either purchased or hand-printed on blank guides, can serve to logically divide the contents of a file drawer. The numeric method is composed of three basic parts: (1) a numeric **file** or storage **container** with numeric guides; (2) a numeric **key** guide; and (3) a **miscellaneous file** for those materials that defy all attempts to be classified.

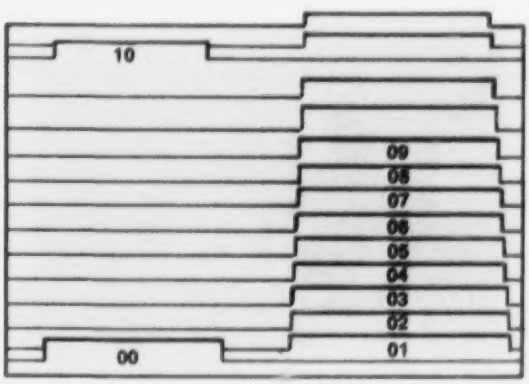
The numeric key guide, as the name implies, is the key that you develop to "unlock" the codes for your numeric file. It consists of an assigned number or set of numbers that correspond to major group headings, subjects, or topics. In addition, a second group of numbers can be assigned to subgroup headings, subjects, or topics. If needed, numbers can be assigned to a third subgroup heading, and so on. The following is an example of a numeric key guide:

00 - General Management Records
10 - Individual Student Files
20 - Vocational Student Organization Files
30 - Occupational Information Files
40 - Subject Matter Materials
50 - References and Resources

That listing indicates the major group headings. If you were to devise subgroup headings, you would take each major group heading and assign a secondary set of numbers to all subgroups, subjects, or topics needed for filing your materials under that heading. For example, you might break the heading, General Management Records, into the following subheadings:

1 - Finance Records
2 - State Department Records
3 - Travel Records
4 - Advisory Committee Records
5 - Inventory Records
6 - Adult Education Records
7 - Attendance Records
8 - Grading Records
9 - Miscellaneous

Then if you wished to file some **financial statements related to general management**, you would file them under 01, the first digit (0) indicating General Management Records, and the second digit (1) indicating Finance Records. The file might be set up as follows:



If a further breakdown is desirable (e.g., for types of travel: in-district, out-of-district, out-of-state), you could include a third set of numbers in the numeric key guide. Or, if a more simple procedure is desired, you could label the folders and file the types of travel alphabetically within the 01 section of the file. The alphabetic method is usually used to some extent with each of the other methods.

Subject

The subject filing method is used extensively by most vocational-technical instructors. The system involves filing materials alphabetically or numerically behind various **subject matter guides**. Frequently, colored labels are used to quickly identify different subject areas. The topic of each file folder pertaining to that subject area is typed or written on a label of the same color. This enables you to identify immediately the subject area to which the folder belongs and to refile it in the right section easily. For example, in home economics, the alphabetically arranged subject areas might be color coded as follows:

SUBJECT AREA	LABEL COLOR
Clothing and Textiles	Pink
Consumer Education	Green
Family Relations	Tan
Foods and Nutrition	Blue
Housing	Ivory
Human Development	Yellow
Related Arts	Orange
Miscellaneous	Goldenrod

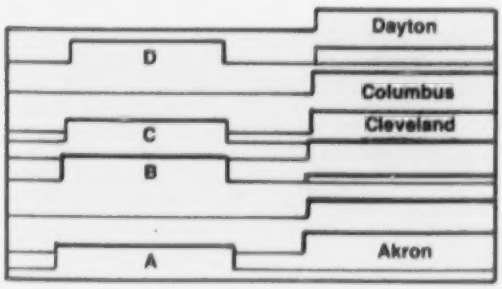
Instead of filing subject areas alphabetically, you may wish to assign numbers to each subject area. All folders filed within the major subject areas would use this number to help make it easier to identify and return folders to their proper location in the file.

Geographic

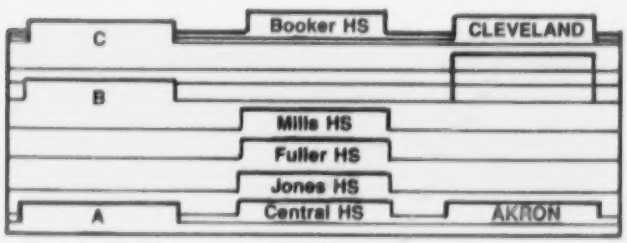
The geographic method of filing consists of using an alphabetical arrangement of geographical locations, such as cities, counties, or states. Materials related to these locations are then filed alphabetically behind each geographical location.

If, for example, students in Ohio from Dayton, Cleveland, Akron, and Columbus were all participating in the state vocational student organization convention, you might need to file information about and from these students for easy reference.

Correspondence folders, labeled with the names of each city, would enable you to quickly identify all of the students from a single city more easily than by filing the correspondence under the students' names. The file might be set up as follows:



All correspondence and memoranda could be subfiled alphabetically by the names of the chapters, behind the folder for that city. If further delineation was needed by schools within each city, file folders for each school could be alphabetically placed behind each file guide, as follows:



Chronologic

The chronologic method uses dates to assign materials to the file. The basic feature of this method is that the most recently dated folder is kept at the front of a file section, and the materials with the most recent dates are filed first within the folder. Little or no consideration is given to alphabetizing by name, subject, or location. Chronological files are often used by those who file correspondence or who keep daily logs or school records that can best be located by dates.

One variation of the chronologic method which is widely used in business and which you can easily adapt for your own use is the **tickler file**. As the name suggests, the purpose of this file is to "tickle" the memory and remind you that something will occur on certain dates. A card file, expanding file, card index, or notebook—with guides labeled with the names of each month, followed by folders or cards for each day in the month—are frequently used for this purpose. Your desk calendar can also be used as a modified version of the tickler file in that it serves as a reminder of dates for reports, professional activities, and so on.

Specialized Filing Systems

Numerous filing **systems** have been designed to accommodate the specific needs of individual businesses, schools, and other agencies that need a highly organized and efficient filing system. There are various trade-name methods such as *Direct Name System, Findit System, Varidex System, Safeguard Alphabet System, Super-Ideal System,* and *E.E. Bee Line Filing System,* just to mention a few. Reference books on filing and records management will provide you with detailed descriptions of these various filing systems if you want additional information.

Each of these systems has something uniquely different from the others (e.g., position of guides in relation to folders and subsection folders, various color coding for sections and subsections, the combination of alphabetic and numeric guides plus color). However, these systems will adhere to the basic principles of the five previously mentioned filing **methods**.

There are also some specialized filing systems available specifically for vocational teachers. These systems were designed to provide a method of filing that could be used universally by teachers. You may wish to adopt or adapt one of the following for your instructional area.

AGDEX System

The AGDEX System was developed by Howard L. Miller and Ralph J. Woodin. It is a comprehensive numerical system for use by teachers of vocational agriculture and county extension agents. This particular system is available by purchase on a nonprofit basis through the American Vocational Association.

Under this system, all agriculture materials are classified as either Agriculture Enterprises, Enterprise Practice, Agriculture Sciences, Agriculture Occupations, Professional Materials, or Additional Materials. For these groupings, a numeric key guide is combined with a color code for easy and consistent filing.

For example, in filing subject material, the agriculture teacher may find a publication that might be filed under several possible subjects, as in the case of an article entitled, "The Breeds of Dairy Cattle." The title suggests three possible subject headings—breeds, dairy, and cattle.

Under the AGDEX System, numbers from 400 to 499 are assigned to subjects related to Animal Science (**cattle**); the number 10 is designated as a subsection denoting the subject **dairy**; and a third subsection, 30, further delineates the topic, which in this case is **breeds** and **breeding**. The numeric filing of this article would appear as $\frac{410}{30}$. The teacher does not have to be concerned about whether to look for the material under B for breeds, D for dairy, or C for cattle if it has been filed under this method.

Many vocational agriculture publications are now indexed by the publishers to let teachers know immediately where the publication belongs in the AGDEX file. The growing use of AGDEX since it was first published in 1959 is clearly an indication that teachers are recognizing the need to have a workable filing system.

Distributive Education File Index

Based on the AGDEX System, the Distributive Education File Index has been developed cooperatively by the South Carolina Department of Education and the Clemson University Vocational Education Media Center. This system is presented in sixteen major sections using a numeric method with a color code. Blanks have been intentionally left in each numeric key guide to allow the individual teacher to adapt the numbers to the local labor market training areas. The system is discussed in depth in a publication entitled *Filing: Distributive Education*, published by Clemson University.

The Dewey Decimal System, commonly used in public libraries, combines the subject and numeric methods in a system for filing books. This system provides an extensive cross-reference file by subject, title, and author, which allows you to find certain references when only one of the cross-references is known. While few classroom teachers use this method for their own filing systems, the majority of school and public libraries use this system.

You may wish to have your reference books purchased and indexed by the Dewey Decimal System through the library. If this is done, the librarian's records will show that the book is shelved in your department should other students need to use the book. An advantage of having reference books purchased and classified in this manner is that the librarian accepts the responsibility of making an annual inventory of all library-indexed books, thus relieving you of that inventory task.

Occupational Information Systems

There are several recognized special systems for filing occupational information for your students' use. The most widely used is the *Dictionary of Occupational Titles*. Others include the *Standard Industrial Classification, Alphabetical Index of Occupations and Industry, U.S. Office of Education Occupational Coding System*, and *U.S. Office of Education Occupational Clusters*. Additional occupational filing systems that are used primarily by guidance personnel include the *Chronical Plan*, the *Career Information Kit* (Science Research Associates), and *The Bennett Plan*. This listing is far from complete but will provide you with some basic references if you want additional information on occupational filing systems.

Keep in mind while you are reading about selected occupational filing systems that any system, to be effective, must be one that is usable and understandable by the user—in this case, the student. It is, therefore, of the utmost importance that the occupational filing system you devise be simple enough for students to use yet logical and consistent enough to allow proper storage and quick retrieval—the underlying purpose of any filing system.

Dictionary of Occupational Titles. This system is a numeric classification system, commonly referred to as the DOT, that has been developed and published by the U.S. Department of Labor. The DOT is basically organized in terms of worker characteristics and job characteristics and is designed for filing occupational information. The nine major occupational categories—which reflect different

combinations of job status, product, services, people, function, institution, or industry structure—are as follows:

0, 1 } Professional, Technical, and Managerial Occupations
2 Clerical and Sales Occupations
3 Service Occupations
4 Farming, Fishing, Poultry, and Related Occupations
5 Processing Occupations
6 Machine Trades Occupations
7 Benchwork Occupations
8 Structural Work Occupations
9 Miscellaneous Occupations

The categories are divided into three-digit and six-digit groups. The following is an example of the DOT classification for a typist, which is coded **203**:

First digit position:
Category 2 (from the nine major occupational categories) is Clerical and Sales Occupations.

Second digit position:
Division 20 is assigned to stenographic, typing, filing, and related occupations.

Third digit position:
Group 203 is assigned to typist.

In a six-digit code, the **fourth**, **fifth**, and **sixth** digits indicate the degree to which the job requires working with **data** (fourth), **people** (fifth), and **things** (sixth). On a scale of 0 to 8, certain job functions have been identified for the data category, the people category, and the things category. The **0** indicates that the job requires a **high** level of work in the category of functions, while the **8** signifies **little** or **no relationship** with the functions in that category. Sample 1 shows an example of DOT code number assignments. The numeric values in sample 1 can be decoded as follows:

6 - Machine Trades Occupation
62 - Mechanical Repairing
620 - Motorized Vehicle and Engineering Equipment Repairing
3 - Compiling data—Average
8 - No significant relationship
1 - Precision working—High

Use of this system requires some training and experience to achieve a full understanding of it. It will be helpful to you to remember that in the DOT coding system, the first three digits always designate the occupational classification. The fourth, fifth, and sixth digits indicate the level of proficiency—in terms of education, training, and experience—that is required on the job in relation to data, fourth digit; people, fifth digit; and things, sixth digit. The lower the digit (0, 1, 2), the higher the level of proficiency required. The higher the digit (8, 7, 6), the lower the proficiency required.

Also, each category (data, people, and things) stands on its own. For example, the automobile service mechanic needs an **average** proficiency level for working with data (3); **no** proficiency level for working with people (8); and **very high** proficiency level for working with things (1).

Understanding the DOT classification system will enable you to point out to a student who enjoys working with people (fifth digit) that the work of an automobile service mechanic requires very little involvement with people. Therefore, the student may want to seek a different career, which involves working more with people.

SAMPLE 1

THE SIX-DIGIT DOT CODE

AUTOMOBILE SERVICE MECHANIC
620.381

Occupational Group Arrangement			Data, People, Things Hierarchies		
Category	Division	Group	Data	People	Things
6	2	0	3	8	1

This is just one example of how you might use the DOT to help students become more aware of their career options. As you gain further understanding of the DOT classification system, you can help students find more meaning in the occupational file about careers and the relationship of careers to their individual needs and interests. To fully understand the DOT classification system, you may wish to seek additional information from the local employment office.

U.S. Office of Education (USOE) Occupational Coding System. The USOE Occupational Coding System is one with which you can readily identify since the classification system limits the occupational listings to those that are suitable for vocational training. The classification system was devised by USOE (now the Department of Education) to enable local and state educational agencies to identify and classify information so as to describe subject matter and curriculum activities more uniformly across the United States. Seven major vocational and technical areas are identified by the USOE code numbers as shown below:

01 Agricultural Education
04 Distributive Education
07 Health Occupations
09 Home Economics
14 Office Occupations
16 Technical Education
17 Trade and Industrial Occupations

These code numbers are a part of an overall classification system that is used to standardize terminology related to curriculum and instruction in local school districts. The coding system is designed to identify, classify, and describe a broad spectrum of subject matter areas and activities—including vocational education—in elementary, secondary, postsecondary, and adult education programs. The complete listing for vocational education in this classification system can be found in *Vocational Education and Occupations*, available on loan from most state vocational divisions. It can also be purchased from the U.S. Government Printing Office.

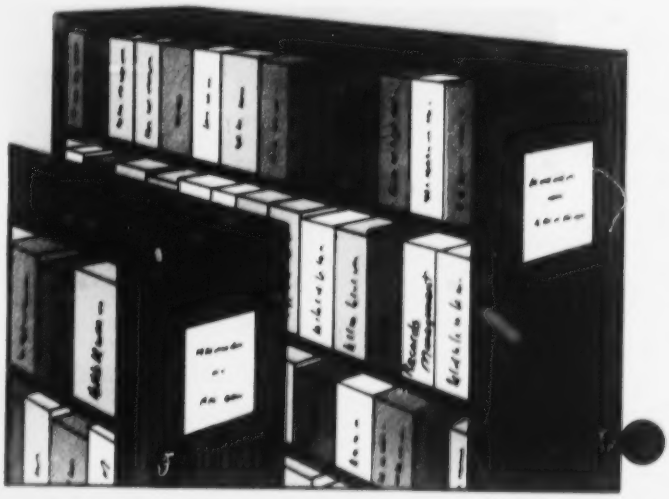
The USOE coding system for vocational education uses a numeric method—a six-digit code—based on subject matter. The first two digits refer to the subject matter areas (e.g., 17 for Trade and Industrial Occupations). The second two digits refer to the principal training area of the subject matter (e.g., 17.**03** for Automotive Services). The third two digits refer to the division of the principal training area (e.g., 17.03**02** for Automobile Mechanic). In a few cases, a fourth set of two digits is used to designate more specialized job areas.

Every vocational teacher should become familiar with the coding system for his/her service area. Most student placement and follow-up reports require a knowledge and use of the USOE six-digit code to identify a student's occupational objective in vocational education.

U.S. Office of Education (USOE) Occupational Clusters. USOE also formulated a clustering system based on fifteen broad occupational areas, as follows:

- Agribusiness and Natural Resources
- Business and Office Occupations
- Communications and Media Occupations
- Consumer and Homemaking and Related Occupations
- Construction Occupations
- Environmental Occupations
- Fine Arts and Humanities Occupations
- Health Occupations
- Hospitality and Recreational Occupations
- Manufacturing Occupations
- Marine Science Occupations
- Marketing and Distribution Occupations
- Personal Services Occupations
- Public Service Occupations
- Transportation Occupations

This classification system received widespread interest from vocational and career education teachers, who found it easy and manageable to organize an occupational information file into the fifteen comprehensive areas. These broad occupational areas may be more consistent with your students' ideas about occupations than other classification systems. Thus, a subject matter method (the fifteen clusters)—combined with an alphabetical filing method and arranged on the basis of your knowledge and judgment in filing the occupational information—may be one method to use in devising an occupational filing system for students.



To familiarize yourself with filing equipment and techniques on which filing systems are based, you may wish to meet with a vocational teacher in your occupational specialty who is responsible for organizing and maintaining a filing system for his/her program. During the visit, you may examine his/her filing operation. You may also discuss with this person the types of filing equipment involved in his/her system and the methods and procedures he/she uses in filing.

For more information on methods for organizing your filing system, you may wish to review one or more of the following supplementary references:

- *Dictionary of Occupational Titles*, to further your understanding of the clustering system
- Miller and Woodin, *AGDEX: A System for Classifying, Indexing and Filing Agriculture Publications*
- A reference book on another specialized filing system, such as one of those referred to on p. 15

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The following items check your comprehension of the material in the information sheet, Devising and Maintaining a Filing System, pp. 6–18. Each of the six items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Explain why you should devise and maintain a filing system.

2. Discuss what factors will determine the type of filing system you use.

3. Explain how the alphabetic and numeric filing methods are incorporated into the other basic methods of filing.

4. Why should you devise an occupational information file?

5. Explain the importance of storage facilities and equipment in a filing system.

6. Briefly describe how you get started in devising and maintaining a filing system.

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Devising and maintaining a filing system will enable you to (1) organize teaching and instructional materials for convenient storage and quick retrieval, (2) reduce clutter in the classroom, (3) preserve instructional materials and visual aids, (4) keep records and reports accessible for current and future use, (5) remove out-of-date materials, and (6) become a more efficient and well-organized teacher.

2. Factors that will determine the filing system you use should include (1) type of instructional materials used, (2) kind of storage facilities available to you, (3) type of instructional and laboratory equipment used, (4) kind of records to be kept, and (5) kind and amount of occupational information to be filed for students.

   In addition, the type of materials that you have will determine the kinds of containers (e.g., folders, boxes, cabinets) that should be used to store these materials. The type of storage facility needed for instructional and laboratory equipment will also be determined by the type and size of equipment you need to store.

   Some materials lend themselves to being classified alphabetically, while others may require the use of other methods, such as numeric, subject, geographic, and chronologic. It will require your best judgment to determine which method should be used to file your materials most effectively.

3. Most filing systems involve the use of either the alphabet, numbers, or a combination of the two. Frequently, the major headings or groupings will be alphabetically arranged, while the various subsections may be arranged by a numeric method (or vice versa). In addition, the other three methods—subject, geographic, and chronologic—will use either the alphabet, numbers, or a combination of both for arranging the materials in the file.

4. You should devise an occupational information file to help students become more aware of career options either in your vocational service area or in careers that cover a broad spectrum of occupations. Further, it can provide students with guidance in choosing an occupational objective in vocational-technical education. An occupational information file can enrich and extend the learning experiences available to students.

5. Since the purpose of a filing system is to organize materials for easy storage and quick retrieval, it becomes important that appropriate storage facilities and equipment are available. These enable you to store materials properly and in an orderly manner so the materials are preserved for future use. Without proper storage facilities and equipment, you are left with a potential filing system without a place to put it.

6. In order to devise and maintain a filing system, it is necessary to decide (1) what materials should be filed, (2) how they should be filed, (3) where to file the materials, and (4) what equipment and supplies are needed. Once the decisions are made, it is important to set aside time, on a regular basis, to update the file and discard out-of-date materials.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Devising and Maintaining a Filing System, pp. 6–18, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

Given materials or records you have already accumulated, develop a plan for an appropriate filing system.

You will be identifying teaching materials or personal and business records that you wish to file.

You will be reviewing your teaching materials or records to identify groups and subgroups to use in your filing system.

You will be arranging the list of major groups and subgroups according to one or more of the five basic filing methods.

You will be looking through an office supply catalog to determine the equipment and supplies you would need in order to install your filing system.

You may wish to obtain the equipment and supplies and install the filing system you plan.

You will be evaluating your competency in developing a plan for an appropriate filing system, using the Planning Checklist, p. 27.

Identify teaching materials that you have accumulated in your occupational specialty and wish to file. If teaching materials in sufficient quantities are not available to you, identify personal or business records that would be appropriate for filing.

Review your teaching materials or personal and business records to determine the number of groups and subgroups required for your filing system.

Arrange your material or records according to one or more of the five filing methods: alphabetic, numeric, subject, geographic, or chronologic. This will include listing key words, letters, and/or numbers that would most appropriately and easily identify your materials or records. Label your file guides and subgroups according to the method you select.

Contact a central purchasing or business office to obtain an office supply catalog. Review the available equipment and supplies, and determine those that would best fit your needs.

You may wish to obtain the equipment and supplies necessary to install the system you have planned for filing your materials or records.

After you have developed your plan for a filing system, use the Planning Checklist, p. 27, to evaluate your work.

PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name

Date

Resource Person

	LEVEL OF PERFORMANCE			
The filing system plan:	N/A	No	Partial	Full
1. accounted for all the major groups and subgroups appropriate to the teaching materials or personal and business records	☐	☐	☐	☐
2. identified major groups as headings for file guides	☐	☐	☐	☐
3. was based on the alphabetic or numeric method or combined one or more of the other basic filing methods	☐	☐	☐	☐
4. listed brief descriptive words for labeling file guides and folders	☐	☐	☐	☐
5. included the use of color-coded labels for major group headings or subgroups if needed	☐	☐	☐	☐
6. included a description of the appropriate and convenient storage facilities and equipment needed	☐	☐	☐	☐
7. required filing supplies that are commonly available	☐	☐	☐	☐
8. described a system that is logical and easy to understand	☐	☐	☐	☐
9. described a system that would be of value in teaching and/or in keeping personal and business records	☐	☐	☐	☐
10. described a system that would be relatively easy to maintain	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Devising and Maintaining a Filing System, pp. 6–18, revise your plan accordingly, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE

In an actual teaching situation,* maintain a filing system.

Develop and implement a plan for maintaining a filing system that is appropriate to accommodate your teaching materials, management materials, and occupational information. This will include—

- devising a system or reorganizing a filing system already installed
- identifying groups and subgroups for classifying your materials
- identifying key words or descriptive phrases
- using one or more of the five basic filing methods
- storing materials appropriately
- keeping and recording required reports and records according to school or college policy
- developing an up-to-date occupational information file that is accessible to students
- maintaining the entire filing system

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation for an extended period of time (e.g., two to six weeks).

Arrange to have your resource person examine your filing system.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31–32.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in maintaining a filing system.

* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Maintain a Filing System (E-4)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. The scope of the filing system provides for: a. illustrative material	☐	☐	☐	☐	☐	☐
b. teacher's reference materials	☐	☐	☐	☐	☐	☐
c. students' reference materials	☐	☐	☐	☐	☐	☐
d. other teaching aids (e.g., filmstrips, charts, posters)	☐	☐	☐	☐	☐	☐
2. Appropriate storage equipment and supplies are used based on the material being filed or stored	☐	☐	☐	☐	☐	☐
3. Key words or brief descriptive phrases are used on file guides and folders	☐	☐	☐	☐	☐	☐
4. The filing system uses one or more of the five basic filing methods	☐	☐	☐	☐	☐	☐
5. A general management file has been devised for keeping records and reports, such as financial records, travel records, and program reports	☐	☐	☐	☐	☐	☐
6. Student attendance records are filed and kept up-to-date in accordance with institutional policies	☐	☐	☐	☐	☐	☐
7. Student grade records are kept and filed in accordance with institutional policies	☐	☐	☐	☐	☐	☐
8. Individual student files have been set up, which are kept in such a way that student evaluation reports are not accessible to other students	☐	☐	☐	☐	☐	☐
9. An occupational information file has been set up, which contains up-to-date occupational information related to careers in the service area	☐	☐	☐	☐	☐	☐
10. Files designed for student use are arranged so that students can easily locate and check out needed materials	☐	☐	☐	☐	☐	☐
11. The overall filing system is organized and materials can be easily retrieved	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
12. Instructional materials are refiled on a regular basis after use	☐	☐	☐	☐	☐	☐
13. Student help is used to check out books and materials, label folders, and arrange file materials, if appropriate	☐	☐	☐	☐	☐	☐
14. The filing system provides for expansion in terms of space and sophistication	☐	☐	☐	☐	☐	☐
15. Outdated materials are removed from the file and discarded periodically	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or **Feedback:** An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation
- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning
- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution
- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation
- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management
- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance
- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations
- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization
- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development
- I-1 Keep Up-to-date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education
- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
- J-3 Enroll Students in Your Co-op Program
- J-4 Secure Training Stations for Your Co-op Program
- J-5 Place Co-op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)
- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs
- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills
- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

Category N: Teaching Adults
- N-1 Prepare to Work with Adult Learners
- N-2 Market an Adult Education Program
- N-3 Determine Individual Training Needs
- N-4 Plan Instruction for Adults
- N-5 Manage the Adult Instructional Process
- N-6 Evaluate the Performance of Adults

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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